

## Afrikaans Reception – Year 2 Course Overview – Year B 2020

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>WHERE DO I BELONG?</b> (Waar pas ek in?)	<b>HAVE A GOOD WEEKEND!</b> (Geniet die naweek)	<b>WELCOME TO MY HOUSE</b> (Welkom by my huis)	<b>ARE WE THERE YET?</b> (Hoe ver is dit nog?)
<b>KEY QUESTION(S):</b> Does my name tell me who I am?	<b>KEY QUESTION(S):</b> How do I spend my time?	<b>KEY QUESTION:</b> How is my house different yours?	<b>KEY QUESTION(S):</b> How do other people live?
<b>KEY CONCEPTS:</b> home, relationship, identity, value	<b>KEY CONCEPTS:</b> leisure, school, identity	<b>KEY CONCEPTS:</b> hospitality, home, place	<b>KEY CONCEPTS:</b> community, tourism
<b>KEY PROCESSES:</b> translating, noticing, recognising, comparing	<b>KEY PROCESSES:</b> participating, identifying, explaining, connecting	<b>KEY PROCESSES:</b> discussing, representing, comparing	<b>KEY PROCESSES:</b> responding, reporting, expressing, reflecting
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<b>SOCIALISING</b> Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play	<b>SOCIALISING</b> Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play	<b>INFORMING</b> Give factual information about known people, everyday objects, family celebrations and personal experiences	<b>SOCIALISING</b> Participate in classroom routines, games, instructions and shared activities
<b>CREATING</b> Participate in shared reading/viewing of short imaginative texts and respond by	<b>CREATING</b> Create stories and perform imaginary experiences	<b>REFLECTING</b> Begin noticing what is 'new' or 'interesting' in Afrikaans language and culture and recognising similarities and differences between Afrikaans and Australian cultural practices and related language use	<b>CREATING</b> Create stories and perform imaginary experiences
			<b>TRANSLATING</b> Share with others what they can express in Afrikaans, and explain

<p>drawing, miming, performing and other forms of expression</p> <p><b>TRANSLATING</b> Create a personal or shared record of 'interesting' words in Afrikaans</p> <p><b>REFLECTING</b> Begin noticing what is 'new' or 'interesting' in Afrikaans language and culture and recognising similarities and differences between Afrikaans and Australian cultural practices and related language use</p> <p><b>SYSTEMS OF LANGUAGE</b> Reproduce the sounds of the Afrikaans language</p>	<p><b>REFLECTING</b> Identify and describe aspects of self in relation to others</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p>	<p><b>SYSTEMS OF LANGUAGE</b> Understand that language is organised as texts</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures</p>	<p>how meanings are similar or different</p> <p><b>REFLECTING</b> Begin noticing what is 'new' or 'interesting' in Afrikaans language and culture and recognising similarities and differences between Afrikaans and Australian cultural practices and related language use</p>
---	--	--	---

**Across the year** 

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

**Celebration:** annual cycle of celebrations as appropriate

**Afrikaans Reception – Year 2 Achievement Standard**

By the end of Year 2, students use Afrikaans to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *huis, ry, wie is ek, waar bly ek*), and choose among options, for example, in response to questions such as *Verduidelik die vraag beter?* They produce learnt sounds and formulaic expressions (for example, *gestaan, geswem, gedoen, gemaak, wat en hoe*), or partial phrases, often providing only part of the required response in Afrikaans or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'k' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props.

They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Hoe gaan dit met jou vandag?*, *Gaan ons nou lees?*. *Hoe spel ek die woord?*

Students know that Afrikaans is one of the national languages in South Africa. They identify the 26 letters of the Afrikaans alphabet. They know that simple sentences follow a pattern, and that nouns require an article. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults with respect. They identify patterns in Afrikaans words and phrases and make comparisons between Afrikaans and English. They know that languages borrow words from each other and provide examples of Afrikaans words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of South Africans and Australians. They understand that they have their own language(s) and culture(s).

***Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.***

Updated 16/12/2019